

John C Calhoun Elementary

750 North Calhoun Street
Calhoun Falls, South Carolina 29628

Grades	K-5 Elementary School	
Enrollment	217 Students	
Principal	Sherwin L. Johnson	864-447-8016
Superintendent	Dr. Ivan Randolph	864-459-5427
Board Chair	Dr. Allen Kolb	864-366-9094

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	52	56	3

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes
2005	Average	Average	Yes

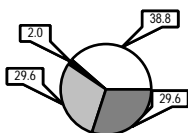
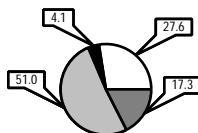
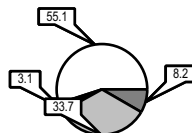
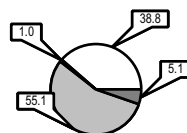
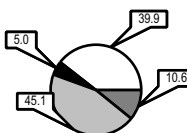
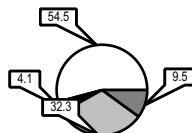
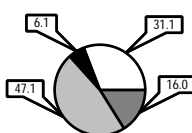
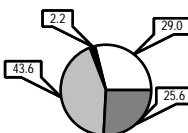
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	104	95.2	36.2	30.9	30.9	2.1	41.5	Yes	Yes
Gender									
Male	51	94.1	54.5	15.9	27.3	2.3	31.8		
Female	53	96.2	20.0	44.0	34.0	2.0	50.0		
Racial/Ethnic Group									
White	44	95.5	35.7	23.8	38.1	2.4	47.6	Yes	Yes
African American	57	94.7	36.7	34.7	26.5	2.0	38.8	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	86	96.5	29.5	33.3	34.6	2.6	47.4		
Disabled	18	88.9	68.8	18.8	12.5	0.0	12.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	104	95.2	36.2	30.9	30.9	2.1	41.5		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	102	95.1	37.0	29.3	31.5	2.2	42.4		
Socio-Economic Status									
Subsidized meals	78	93.6	37.7	37.7	24.6	0.0	36.2	Yes	Yes
Full-pay meals	26	100.0	32.0	12.0	48.0	8.0	56.0		

Mathematics – State Performance Objective = 36.7%									
All Students	104	95.2	24.5	53.2	18.1	4.3	40.4	Yes	Yes
Gender									
Male	51	94.1	29.5	47.7	20.5	2.3	36.4		
Female	53	96.2	20.0	58.0	16.0	6.0	44.0		
Racial/Ethnic Group									
White	44	95.5	23.8	40.5	26.2	9.5	52.4	Yes	Yes
African American	57	94.7	24.5	63.3	12.2	0.0	32.7	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	86	96.5	21.8	53.8	19.2	5.1	44.9		
Disabled	18	88.9	37.5	50.0	12.5	0.0	18.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	104	95.2	24.5	53.2	18.1	4.3	40.4		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	102	95.1	25.0	52.2	18.5	4.3	41.3		
Socio-Economic Status									
Subsidized meals	78	93.6	24.6	60.9	14.5	0.0	33.3	Yes	Yes
Full-pay meals	26	100.0	24.0	32.0	28.0	16.0	60.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	104	95.2	53.2	35.1	8.5	3.2	11.7
Gender							
Male	51	94.1	61.4	27.3	6.8	4.5	11.4
Female	53	96.2	46.0	42.0	10.0	2.0	12.0
Racial/Ethnic Group							
White	44	95.5	42.9	38.1	11.9	7.1	19.0
African American	57	94.7	59.2	34.7	6.1	0.0	6.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	86	96.5	46.2	39.7	10.3	3.8	14.1
Disabled	18	88.9	87.5	12.5	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	104	95.2	53.2	35.1	8.5	3.2	11.7
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	102	95.1	52.2	35.9	8.7	3.3	12.0
Socio-Economic Status							
Subsidized meals	78	93.6	56.5	34.8	8.7	0.0	8.7
Full-pay meals	26	100.0	44.0	36.0	8.0	12.0	20.0

Social Studies							
All Students	104	95.2	36.2	57.4	5.3	1.1	6.4
Gender							
Male	51	94.1	43.2	50.0	4.5	2.3	6.8
Female	53	96.2	30.0	64.0	6.0	0.0	6.0
Racial/Ethnic Group							
White	44	95.5	33.3	54.8	9.5	2.4	11.9
African American	57	94.7	38.8	59.2	2.0	0.0	2.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	86	96.5	32.1	60.3	6.4	1.3	7.7
Disabled	18	88.9	56.3	43.8	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	104	95.2	36.2	57.4	5.3	1.1	6.4
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	102	95.1	37.0	56.5	5.4	1.1	6.5
Socio-Economic Status							
Subsidized meals	78	93.6	34.8	62.3	2.9	0.0	2.9
Full-pay meals	26	100.0	40.0	44.0	12.0	4.0	16.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	36	100.0	13.9	30.6	47.2	8.3	55.6
	4	38	100.0	39.5	34.2	23.7	2.6	26.3
	5	28	100.0	28.6	46.4	25.0	N/A	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	31	96.8	31.0	24.1	37.9	6.9	44.8
	4	39	97.4	27.8	38.9	33.3	0.0	33.3
	5	34	91.2	51.7	27.6	20.7	0.0	20.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	36	100.0	19.4	66.7	11.1	2.8	13.9
	4	38	100.0	23.7	60.5	15.8	N/A	15.8
	5	28	100.0	32.1	50.0	7.1	10.7	17.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	31	96.8	13.8	65.5	20.7	0.0	20.7
	4	39	97.4	19.4	55.6	16.7	8.3	25.0
	5	34	91.2	41.4	37.9	17.2	3.4	20.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	31	96.8	48.3	44.8	6.9	0.0	6.9
	4	39	97.4	52.8	25.0	13.9	8.3	22.2
	5	34	91.2	58.6	37.9	3.4	0.0	3.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	31	96.8	24.1	75.9	0.0	0.0	0.0
	4	39	97.4	25.0	61.1	11.1	2.8	13.9
	5	34	91.2	62.1	34.5	3.4	0.0	3.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 217)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.2%	Up from 4.9%	3.8%	3.0%
Attendance rate	97.3%	Up from 97.2%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 2.9%	4.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.9%	3.7%	3.2%
Eligible for gifted and talented	8.5%	Down from 9.5%	6.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.9%	Down from 10.7%	8.0%	8.2%
Older than usual for grade	2.3%	No change	1.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.4%	0.0%	0.0%
Teachers (n= 18)				
Teachers with advanced degrees	33.3%	Up from 25.0%	48.8%	52.6%
Continuing contract teachers	83.3%	Down from 87.5%	81.0%	83.3%
Highly qualified teachers	94.1%	Up from 92.9%	93.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	2.6%	0.0%
Teachers returning from previous year	81.6%	Up from 77.0%	84.5%	87.0%
Teacher attendance rate	94.9%	Up from 93.0%	94.9%	95.0%
Average teacher salary	\$36,478	Up 2.8%	\$40,673	\$41,703
Prof. development days/teacher	11.6 days	Down from 12.5 days	12.7 days	12.8 days
School				
Principal's years at school	15.0	Up from 14.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 17.4 to 1	17.6 to 1	18.8 to 1
Prime instructional time	89.9%	Up from 87.3%	89.4%	89.8%
Dollars spent per pupil*	\$6,242	Up 11.7%	\$6,744	\$6,242
Percent of expenditures for teacher salaries*	66.0%	No change	64.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.7%	Down from 94.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	94.1%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As we enter our third year of involvement with the South Carolina State Improvement Grant, the administration, faculty, and staff of JCCE remained committed to bringing about systemic change that will improve instruction and learning for each student. We solicit your continued support and involvement as we work to make this goal a reality.

Our school has gained local, statewide, and national attention for its progress with its school-wide behavior and character education program. Since its implementation in 2000-2001, disciplinary referrals have been reduced by almost 75% and out-of-school suspensions have been reduced by over 80%. This has resulted in a more orderly environment and more instructional time in the classroom.

Our school has also gained much attention for its implementation of SRA Reading Mastery (Direct Instruction) school-wide. JCCE is one of the few schools in our state and region to implement this program school-wide. Since its implementation last year, we have seen some dramatic changes in the skill levels of our students. As we continue to build a strong foundation for reading in our students, we trust that this growth will be reflected by increases in our PACT and individual reading assessment results.

PACT results for 2002 - 2004 indicate a significant improvement in English language arts with a slight decline in mathematics. When compared to other schools similar to ours, JCCE students performed better in both mathematics and English language arts. In 2004, JCCE met all of its state target goals for adequate yearly progress.

During the 2005-2006 school year, JCCE will continue the process of developing a new five-year, SACS/school renewal plan that will meet the requirements of state law and accreditation by the Southern Association of Colleges and Schools. In 2006, JCCE will celebrate ten years of accreditation by the Southern Association of Colleges and Schools. In the spring of 2006, a visiting committee of teachers and administrators representing the Southern Association will do an on-site visit at JCCE in preparation for the next five-year cycle.

Our school will continue to implement school-wide, research-based strategies that will help to produce systemic change. To help make this change lasting and permanent, we will continue to assist teachers in building their own capacity for change through ongoing training and professional development. Further, we will continue to collect and more effectively use data about our students to help us monitor student progress and make effective decisions related to each student's instruction.

As a faculty, we are continuing to grow, learn, and improve our skills and instructional program so we can help our students grow, learn, and achieve success. We solicit your cooperation and support as we strive to make JCCE the best school it can be for the students of our community.

Sherwin L. Johnson, Principal
Mrs. Fran S. Brown, Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	21	30	15
Percent satisfied with learning environment	95.2%	76.7%	80.0%
Percent satisfied with social and physical environment	81.0%	63.3%	86.7%
Percent satisfied with school-home relations	42.9%	66.7%	50.0%

*Only students at the highest elementary school grade level at this school and their parents were included.